Learning cities in a Global Context

- Professor Michael Osborne
- Director, Pascal Observatory
- University of Glasgow, UK
- michael.osborne@glasgow.ac.uk

PASCAL International Observatory

- PASCAL operates from three regional offices: based at the Royal Melbourne Institute of Technology (RMIT), the University of Glasgow, andUniversity of Johannesburg (UJ)
- The territorial responsibility for RMIT is Asia and Australasia, for the University of Glasgow is Europe, for UJ is Africa
- It is envisaged that other offices will be created in the near future in other parts of the world, leading to changes in current responsibilities

Learning City/Region

the term “learning region” is used in a broad generic sense referring to a region, city, urban or rural area, regardless of whether its identity is defined in administrative, cultural, geographical, physical or political terms. The learning region must, however, have sufficient size to encompass and mobilise the key players for the purpose of developing lifelong learning….

EC (2002)

Principles

Mobilisation of Actors

Learning Integral to all Services

Learning as a Lever

Partnerships and Collaboration

Leadership, Vision and Commitment

Mobilisation

- Effectively mobilises its resources in every sector to promote inclusive learning, re-vitalise learning in families and communities, and facilitate learning for and in the workplace

  - To assess learning needs
  - To open opportunities for all
  - To provide flexible mechanisms for credit

Learning Cities/Regions provide opportunity for the socially excluded

Learning Across Portfolios

Notion that activities across a **broad portfolio of services** should revolve or stem from learning

Joined-up Learning Services

Service Agreements

Levers

The idea of investments in **lifelong learning** sitting alongside **economic levers**

Lifelong learning as the driver for **local and regional regeneration**

Learning Cities/Regions attract business

Partnership and Collaboration

Locally

- Formal, non-formal and informal
- Local and regional government
- Associations, Non-Governmental Organisations, social partners
- Businesses

Beyond the Local

- **Partnerships**, **exchange** and **collaboration** with other regions and cities are essential

- But **customised** – the importance of the neighbourhood

Networks exchanging practice

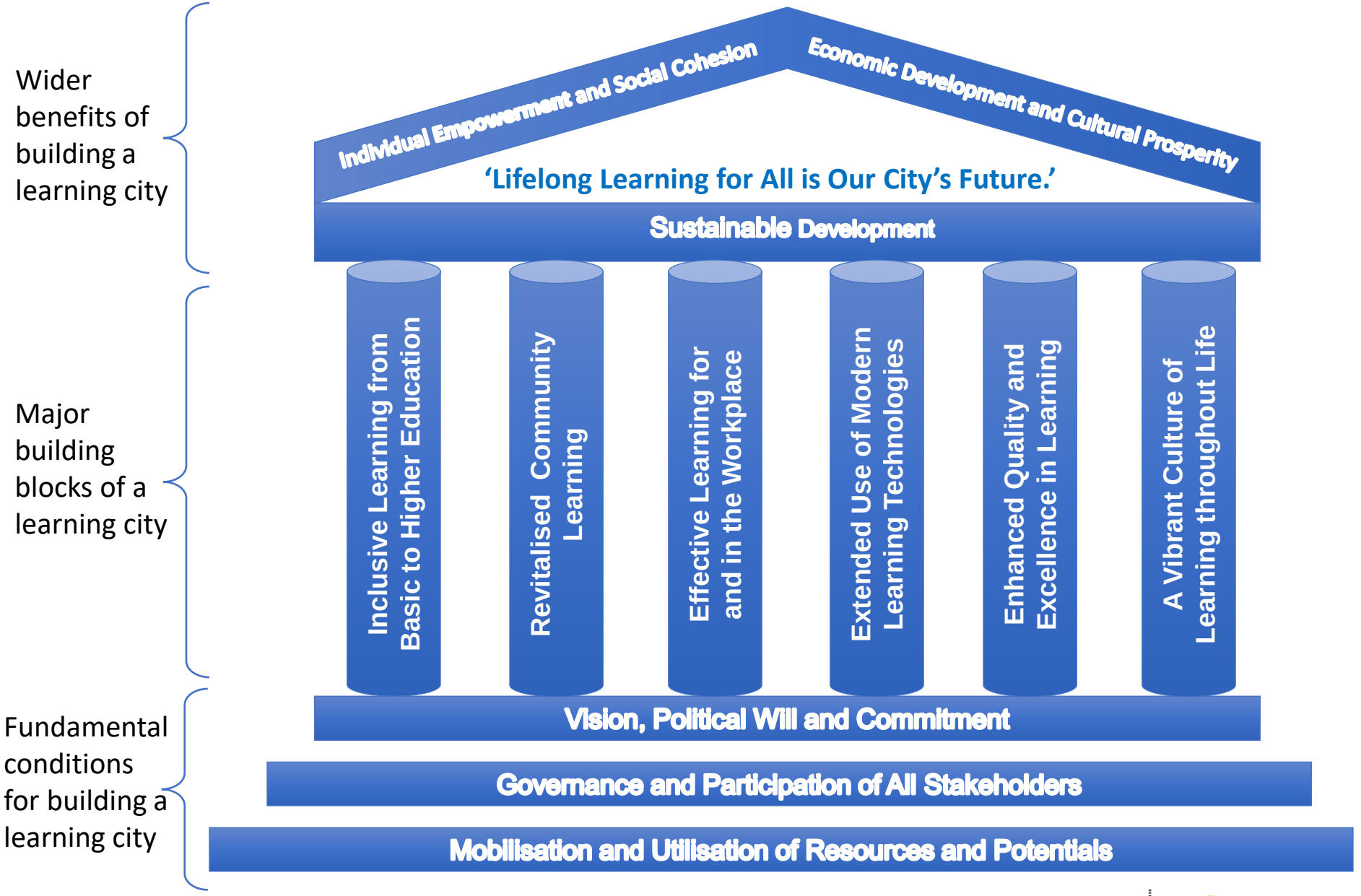
- UNESCO GNLC
- PASCAL Learning City Networks

Leadership, Vision and Commitment

Leaders who understand the importance of learning, who have **vision** and **political commitment**

Suitable **Governance** Structures

A Preliminary Framework of the UNESCO's Key Features of Learning Cities

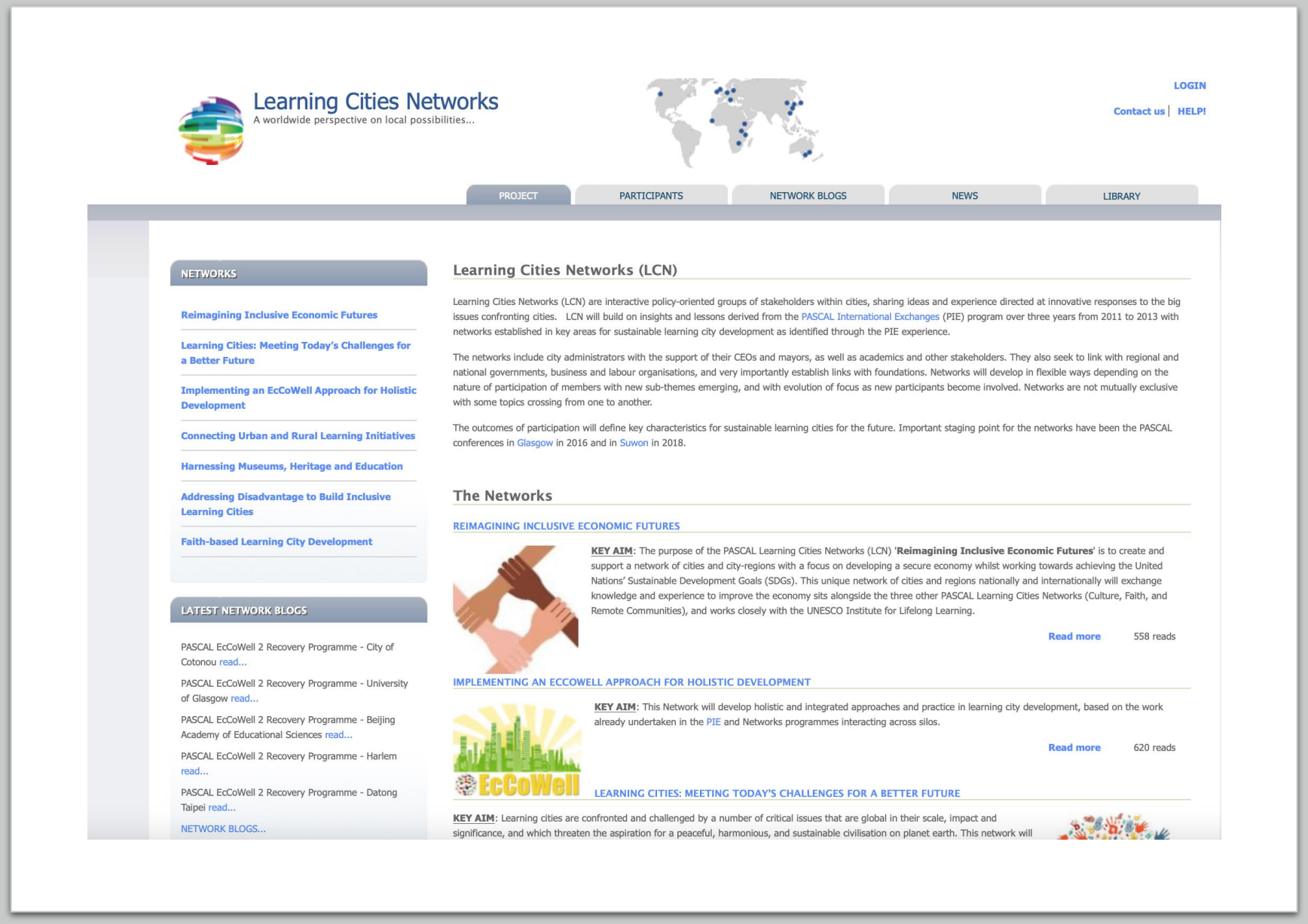


UNESCO | UIL UNESCO Institute for Lifelong Learning

Asia leads

- Broad conception of lifelong learning
- Commitment to learning society
- Collectivist philosophy
- Life-deep orientation

Pascal Learning Cities Networks



Challenges

- Develop models that are reflective of citizen **demand** and **need**
- Learning from other initiatives - crossing boundaries, but reflecting the **reality of their day-to-day** lives
  - The limits of **policy-borrowing**
- Recognition of the **heterogeneity of places** and of the **socially excluded**
- **Social inclusion** and **Economic Development** are not dichotomous
- Paying particular attention to certain groups – e.g. **disabled**
- Improving the quality of data
  - Data sharing and citizen science
- Sustainable Development and the SDGs
  - Learning cities contribute not just to SDG4

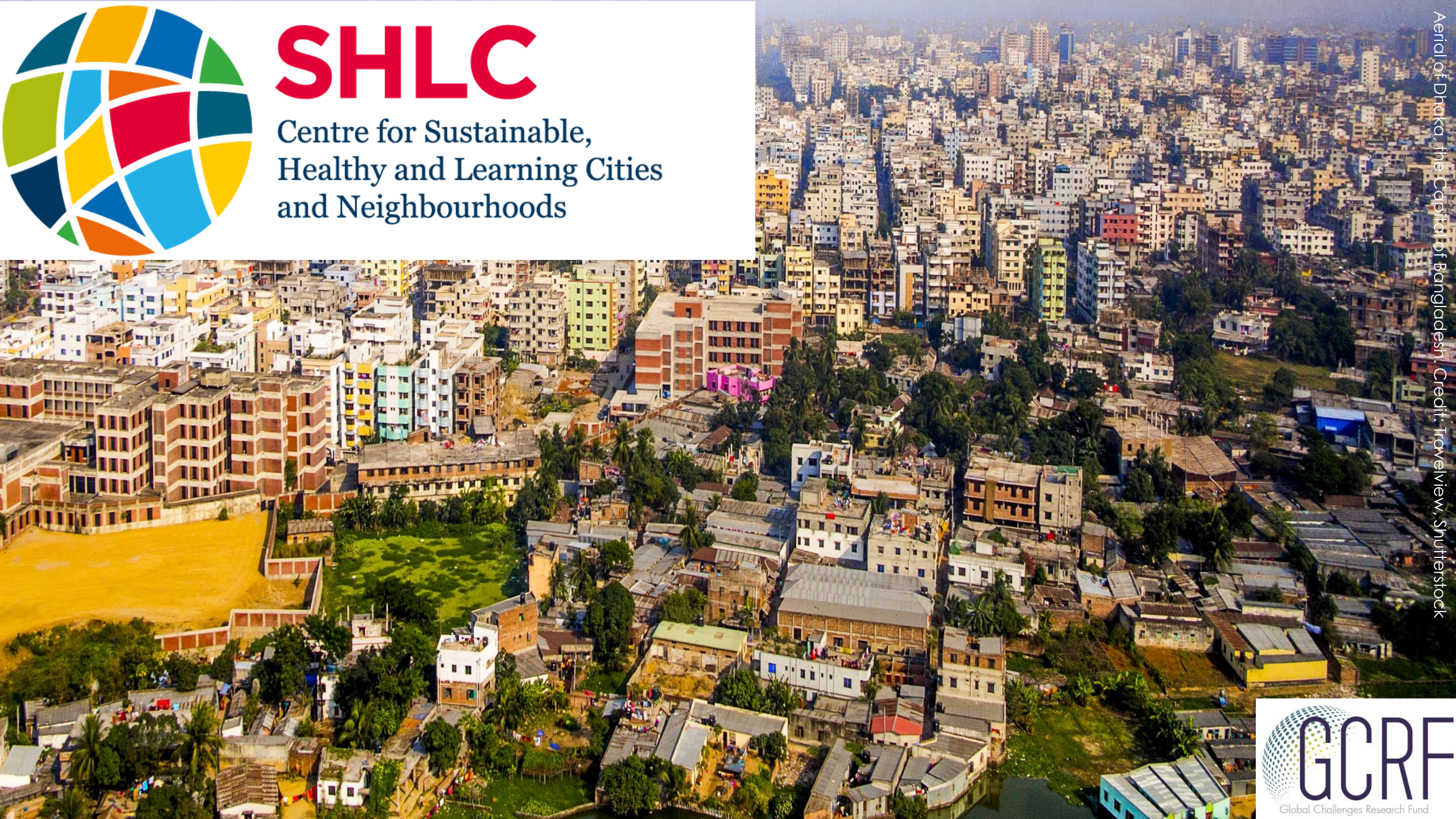
Educational Disadvantage & Place: Big & Novel data to meet social challenges

Urban Big Data Centre

An ESRC Data Investment

SHLC

Centre for Sustainable, Healthy and Learning Cities and Neighbourhoods



Aerial of Dhaka, the Capital of Bangladesh. Credit: Travelview, Shutterstock

GCRF
Global Challenges Research Fund

Further Resources

- Organisation for Economic Cooperation and Development/Ceri (1992) *Study prepared for the Congress on Educating Cities,* Gothenburg. Paris:OECD.
- EC (2002) *Call for Proposals (EAC/41/02) European Networks to Promote the Local and the Regional Dimension of Lifelong Learning (The 'R3L' initiative)* Brussels: EC
- Longworth, N. and Osborne, M. (2010) 'Six ages towards a learning region: A retrospective'. *European Journal of Education*, 45(3): 368–401
- UNESCO-UIL (2013) *Key Features of Learning Cities: Introductory note*. Hamburg: UIL
- http://www.centreforsustainablecities.ac.uk
- http://ubdc.ac.uk
- http://pascalobservatory.org
- http://lcn.pascalobservatory.org